

What My Course Is Leading Me To

My course at ^{the} Margaret Eaton School is leading me, I hope, to a job in a profession which I love. It is a young profession, one intensely interesting in that its scope is so wide, so varied. There is so much work to be done, much ^{there are} progression to be made, such fields to conquer. Here is its charm. It is alive, fascinating, inspiring.

I hope when I leave ^{the} Margaret Eaton to continue the study of Physical Education in the branch which ^{I then find} interests me most. Here is another of its charms. It includes many activities other than that of teaching. One may continue psychology, physiotherapy, social service, all of them interesting. It is a work that may tire, but can never bore.

Looking ahead we can see that where we are occupied in Physical Education, we (will) ^{be} always in ^{the} centre of activity. Interesting people, places and things will be met and enjoyed. Contacts will be stimulating, we will live, the world will not roll by.

Besides contact with one's associates, there is the never-ending thrill of association with the young.

good

To study children, their interests,
their ambitions and their ideals
is ^{always} ~~very~~ interesting. If one is
interested in people, there is a
wide field. To see young people
develop mentally and physically
under one's hand would be reason
for living ^{alone}. Such are the ideals
of Physical Education as I see them.

Does not
this apply to
the whole discussion?

And there is ^{alone} beauty and
peace to be seen ^{as one chance in this world} - a poised diver
in mid-air, a rhythmic dancer,
the finish of a discus throw.
There is living beauty.

In conclusion, Physical
Education ^{may be said to be} (as I see it, is) a
fascinating study of ^{human} growth,
both intellectually and physically,
of which I desire to become a
part.

Luth good

Character Sketch 69

fictional
The character I am going to describe is not fictionary and not dead - but very much alive and most interesting.

heroine
She, my character, is a most charming English woman, the headmistress of a boarding school I attended for many years. Through my association with her as a pupil and as a friend, I feel I know her well and admire her.

It is not a quality of all life
First, she has that most essential quality of ^{civilized} all life, and in great abundance too - a wonderful sense of ^{humour}. Of course this is ^{important} essential in a school where life is apt to become too serious - but I think it is characteristic perhaps of the school ^{as a whole} through her influence. A person of wit is an equal to one of academic excellence or athletic prowess - a good balance, I think. A joke by a six-year old, or a joke on herself are equally appreciated.

My character has another essential - broad-mindedness. I have seen pupils argue as equals until they have proved a point, or

have been reformed themselves.
A modern woman, she allowed
the older pupils to smoke in
her room, until disapproval from
a near-by city ^{stopped} ~~closed~~ this.
By treating a visiting hockey
team to beer for luncheon, she
was ^{also} ~~was~~ ^{criticized} ~~stigmatized~~ ^{ostracized} by righteous mothers.
She is perhaps unconventional -
but good fun always. Her school
is one without written rules,
pupils are expected to behave,
and strongly enough, they
generally do so. Prefects are in
charge, and are given a fairly
free hand - the co-operation is
excellent.

My character is a person
in whom everyone confides.
If one is joyful - she enthuses,
if one is sad - she sympathizes.
She has the faculty of seeing
your point of view. We, as
pupils, loved her lectures. History
was the subject taught - but we
also learned ideals, judgment,
philosophy, fun. Her intellect
is stimulating, her ideas ^{are} fresh.

I admire my character most,
for what she overcomes in ill
health. Subject to asthma all
her life, it is a constant worry

to everyone but herself. I have seen her teach until exhausted, then go to bed and return in an hour's time to resume her duties. I have seen her at night, barely breathing, ^{but} in the morning, a new person. ^{But} this part of her life, ^{her private, human} is concealed, a thing apart from the school.

Closely linked with this ^{constant} of ill health is her religion. It is a religion of action, not of theories. Pupils come regularly and in great numbers, paying as nominal, sometimes no fee. As long as a girl has character, she can attend the school. This school pays in character, not in money. Therefore all ^{the headmistress's} her money is in this school, making it gradually a better place. It is her contribution to life and her holding - it is part of her faith in humanity.

In summing up, I would say my character is a dominant personality, ^{marked by} one of interest, intellect and humour - one to be admired.

Babbitt

P. Hamilton

● Babbitt is an extremely interesting story; interesting in that it is a story of our day, of our ^{kind of} people, of perhaps ourselves. Lewis, an Englishman, writes of the American, his mirth and play, his customs, his outlook, very searchingly. We in Canada can be dressed in many ways with our neighbours of America, and so recognize the truth of his story.

The story itself is not unusual & exciting, but it is ^{little of} a story such as might happen to any of us, and in this lies its charm. Lewis draws his characters wonderfully. They are living people, with very human feelings and not a few virtues. They are ordinary, middle-class Americans, the type one knows best. Each member of the Babbitt family lives, each member is typical of his age and environment. The other characters which enter the story are also well-drawn and ^{what} though one scorns & admires them, they live.

Lewis is satirical, even cruel in his mirth, but we can't help laughing and mocking as he does. He has not only mocked people, but also their activities and ideals. Who does not know the noisy, back-slapping Elk, the ardent Y.M.C.A. man, the social climber, the "society" of a small town, the hypocrisy of some churchmen, and

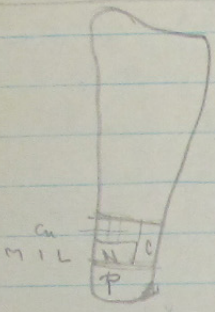
the tragedy of an unfortunate marriage.
It is a cross-section of modern life,
and the grain runs true.

The book contains certain
beautiful descriptive passages, but
these are sparsely scattered throughout
it.

Imiz is essentially a student
of human nature, and has, I think,
gained honours in his class.

Very good indeed, although you might
have developed your case more fully.

tarsal - 7 bones in 2 groups
 1) posterior - talus - top - saddle
 calcaneum - heel
 2) anterior - navicular - boat
 cuboid
 3 cuneiform

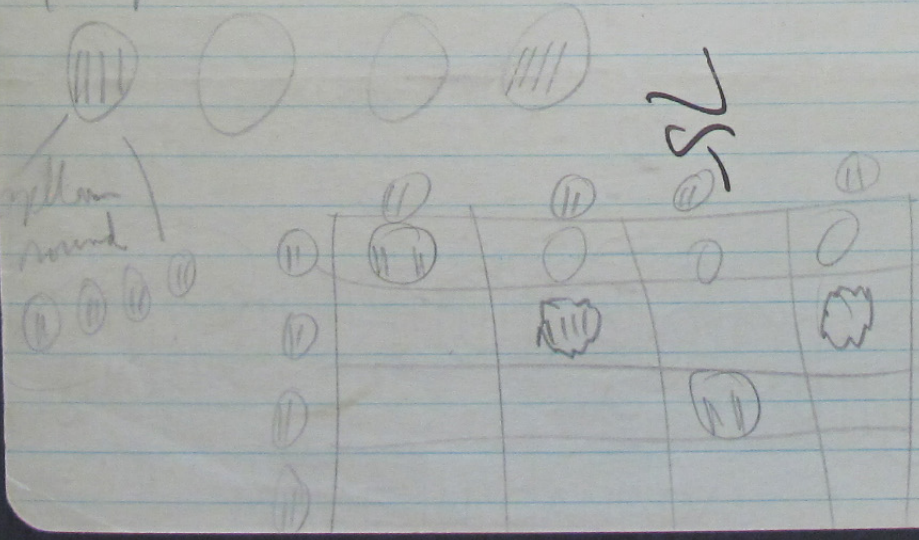


Ball & socket { circumduction
 condylar
 Hinge { flexion
 extension
 abduction
 adduction
 unil rotation

joint / articulating parts / typical joint

upper joint
 hip, knee & ankle
 yellow
 red
 white
 value
 interest
 champagne

F₁ hyaline - mixture of bone



R. Hamilton



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